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|----|-----|----|-----|
| Se | rie | SB | RH  |

# Code No. 1/1

|          |   |   | <br>10715    | 1 | 1 | 1 | Candidates r  |
|----------|---|---|--------------|---|---|---|---------------|
| Roll No. | * | - | July Service |   | 1 |   | the title pag |

Candidates must write the Code on the title page of the answer-book.

- Please check that this question paper contains 15 printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 15 questions.
- Please write down the Serial Number of the question before attempting it.
- 15 minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

### SUMMATIVE ASSESSMENT - II

### **ENGLISH**

# (Communicative)

Time allowed : 3 hours

Maximum Marks: 80

#### General Instructions:

The Question paper is divided into four sections:

Section A — Reading

20 marks

Section B — Writing

20 marks

Section C — Grammar

20 marks

Section D — Literature

20 marks

- All questions are compulsory.
- 2. You may attempt any section at a time.
- 3. All questions of that particular section must be attempted in the correct order.

1. Read the passage given below and complete the statements that follow by choosing the most appropriate options from those given:  $1\times5=5$ 

Jailbirds sing they say. And Subhadra Khosla, the youngest freedom fighter to be imprisoned at 13, was no exception. The only difference was that singing taught her the power of non-violence. Now, 80, Khosla recounted her days in jail. She was locked in jail with her mother for over a year. "One day, we decided to put one chair on top of another till we managed to take off the Union Jack and unfurl the national flag." The inmates of the jail found themselves facing a firing squad. "There were orders to shoot us. We didn't know what else to do. So we started singing," said Khosla. Their voice had its impact. "The guards were Indians too. They started crying and said they couldn't fire at us. That was our first win," a thrilled Khosla recalled. Khosla's father was a doctor and her brother, Krishna Kant later on became India's Vice-President. Khosla was picketing at Anarkali Bazar in Lahore in 1942 when she and her siblings were arrested. "It was unfair. We were all children after all. But the British wanted to destroy families like ours. We fought for this freedom. But we still have to go beyond."

- (a) The inmates of the jail had to face the firing squad because Khosla and her mother \_\_\_\_\_\_.
  - (i) unfurled the national flag
  - (ii) burned the Union Jack
  - (iii) unfurled the Union Jack
  - (iv) put one chair over a table

| (b)   | The     | Khoslas expressed their protest by        |                                    |
|-------|---------|---|------------------------------------|
|       | (i)     | crying                                    |                                    |
|       | (ii)    | singing                                   |                                    |
|       | (iii)   | shouting                                  |                                    |
|       | (iv)    | running away                              |                                    |
| (c)   | The     | British arrested the children to          | ta.<br>• Tanangan dan kanangan dan |
|       | (i)     | teach them a lesson                       |                                    |
|       | (ii)    | listen to the songs                       |                                    |
|       | (iii)   | destroy their families                    |                                    |
|       | (iv)    | take them to Britain                      |                                    |
| (d)   | The     | Khoslas showed the British the power of _ | <u> </u>                           |
|       | (i)     | singing                                   |                                    |
|       | (ii)    | money                                     |                                    |
|       | (iii)   | violence                                  |                                    |
|       | (iv)    | non-violence                              |                                    |
| (e)   | The     | word, 'impact' means                      |                                    |
|       | (i)     | disgust                                   |                                    |
|       | (ii)    | effect                                    |                                    |
|       | (iii)   | gain                                      |                                    |
|       | (iv)    | affect                                    |                                    |
|       |         |   |                                    |
| Read  | the p   | assage given below and complete the state | ments that follow                  |
| by cl | noosing | g the most appropriate options from those | given: $1 \times 5 = 5$            |
|       |         |   |                                    |

Some reptiles are expert mimics, but they do it for a serious reason — to save their lives. The harmless milk snake has the banded appearance of the poisonous coral snake. In areas where they live together, this mimicry happens. The non-poisonous Mexican Kingsnake looks like the coral snake, when young. A harmless snake

2.

may look like a poisonous snake. This is Batesian mimicry. So, enemies mistake the harmless reptile for the poisonous one, and leave it alone. Blind legless lizards that live under the ground trick the enemies by displaying their tail. The underside of their tails is usually red or yellow in colour, and looks like an open mouth. The enemy attacks the tail, mistaking it for the head. The tail can withstand injury better than the head, and the life of the lizard is saved. When the enemy attacks lizards, they break off their tail. The tail jumps about on the ground, confusing the enemy, and helps the lizard to make good its escape.

| (a) | The   | milk snake and coral snake resemble in their               |
|-----|-------|--|
|     | (i)   | drinking of milk   |
|     | (ii)  | banded appearance  |
|     | (iii) | poison fangs   |
|     | (iv)  | outlook  |
| (b) | 'Bate | sian mimicry' helps the                                    |
|     | (i)   | reptile to do mimicry                                      |
|     | (ii)  | harmless reptiles to escape                                |
|     | (iii) | poisonous reptiles to escape                               |
|     | (iv)  | reptiles to sleep  |
| (c) |       | enemy of the blind legless lizards attacks itsaking it for |
|     | (i)   | tail, head   |
|     | (ii)  | head, tail   |
|     | (iii) | tail, mouth  |
|     | (iv)  | mouth, red   |
|     |       |  |

| (d) When       | n the tail of a lizard breaks off, it   | or the collection  |
|----------------|---|--|
| (i)            | saves its head from being cut   | h Bret are VP  |
| (ii)           | excites the lizard  | The state of the s |
| (iii)          | makes the enemy happy   |  |
| (iv)           | confuses its enemy  |  |
|                |   | 17 and the state of the state of   |
| (e) The        | red or yellow structure which looks   | like an open mouth is the  |
| (:)            | toil  | 2000 存款 <b>湖</b> 镇   |
| (i)            | tail  |  |
| (ii)           | limb  |  |
| (iii)          | scales  | Shared 1   |
| (iv)           | head  |  |
| Road the r     | ooem given below and answer the   | guestions that follow: $1 \times 5 = 5$  |
| nead the p     | Joeni given below and answer the  |  |
| Here come      | s the elephant  |  |
|                |   | and the following the second   |
| Swaying a      | long  |  |
| With his o     | cargo of children   |  |
| All singing    | g a song:   |  |
| To the tin     | kle of laughter   |  |
|                | <u>-</u>  |  |
|                | n his way,  |  |
| And his ca     | argo of children  | SetBlack with  |
| Have crow      | ened him with may.  |  |
| His legs a     | re in leather   |  |
|                | ed his toes:  |  |
|                |   | ar White should  |
| He can ro      | ot up an oak  | And the majority of the can  |
| With a wl      | hisk of his nose:   |  |
| With a wa      | ave of his trunk  |  |
| ANDROTT TO SEE | second to the constant of the second |  |

3.

- (a) Where are the children?
- (b) How can the elephant tease its keeper?
- (c) Which characteristic trait of the elephant enables him to be with the children?
- (d) What does the poet say about the elephant's strength?
- (e) How does the poet describe the elephant's legs?
- 4. Read the passage given below and answer the questions that follow:

 $1 \times 5 = 5$ 

Neem is very commonly seen in India. The entire tree i.e. the bark, leaves and flowers have a lot of medicinal value as it helps in curing various diseases. The leaves and the bark of this tree are very effective in controlling infections, deworming and in disinfecting and healing wounds. The fresh leaves can be used by extracting the juice or a paste of the leaves can be taken along with a small piece of jaggery. In case of wounds a few leaves can be boiled in water and then this water, when at tolerable temperature, can be used to wash the wounds. Two drops of neem oil can be used for applying on the wound. Neem also helps in relieving itch in case of allergic rashes. Neem water can be used in case of allergic reactions. The paste of neem seeds can be applied on the scalp and washed off after 10 minutes of application. It also helps in eliminating dandruff, boils on the scalp and also prevents hair fall. Neem is very useful in jaundice. The juice can be given along with honey. Neem is very useful in case of fever. Fresh leaves can be taken with tulsi leaves or with honey. Neem water can be used to soak the feet in case of cracks on dry feet. Neem leaf powder is used for preserving grains

and pulses. Neem is of special importance on New Year's Day as a symbol of good health and longevity.

- (a) What is the medicinal value of neem?
- (b) What is the paste of neem seeds used for?
- (c) How does neem help grains and pulses?
- (d) What is neem a symbol of?
- (e) Which word in the passage is the adjectival form of 'tolerate'?

### SECTION B — (Writing)

20

4

- 5. Your school celebrated 'Teacher's Day' on September 5<sup>th</sup>. Write a short paragraph describing how you celebrated it giving all the relevant details in about 80 words.
- 6. With the onset of the rainy season, the condition of the roads has become miserable. Write a letter to the editor of a newspaper in about 120 words on why this is becoming a yearly affair. Give suggestions on what can be done about this. You are Ram/Rama, 12 Pant Nagar, Agra.

8

7. You are Ankit/Ankita. You visited the Arctic region as part of an expedition. The melting of the ice-caps and the rising water level alarmed you and made you realise the intensity of global warming. On your return you decided to write an article for a youth magazine on your concerns regarding the effects of global warming. Write the article in about 150 words.

8

| Choose the a  | appropriate | options fi | rom the | ones giv | en belo | w to c | omplete        |     |
|---------------|-------------|------------|---------|----------|---------|--------|----------------|-----|
| the following | passage. W  | rite the   | answers | in your  | answer  | sheet  | against        |     |
| the correct b | lank numbe  | rs:        |         |          |         |        | 1              | ×8= |
|               |             |            |         |          |         |        | $\overline{2}$ | ×0= |

The tiny hand of my son, held tightly (a) \_\_\_\_\_\_ mine a minute ago was now clenched tight. I looked down (b) \_\_\_\_\_ the curly head of the sturdy boy aged three. He stood (c) \_\_\_\_ me, seriously watching the antics (d) \_\_\_\_ the green parrots as (e) \_\_\_\_ jumped (f) \_\_\_\_ the perch to the floor of the cage, and climbed up (g) \_\_\_\_ the roof. The parrots (h) \_\_\_\_ wicked black eyes and tiny tongues that fascinated us.

- (a) (i) on (ii) within (iii) over (iv) around
- (b) (i) from (ii) under (iii) at (iv) for
- (c) (i) away (ii) side (iii) nearer (iv) beside
- (d) (i) of (ii) in (iii) off (iv) to
- (e) (i) it (ii) we (iii) those (iv) they
- (f) (i) from (ii) around (iii) to (iv) at
- (g) (i) again (ii) to (iii) from (iv) through
- (h) (i) have (ii) are (iii) had (iv) some

| 9. | Read<br>given |       | , ® 7                                      | d complete the ne  | lete the news items from th |         |  |
|----|---------------|-------|--|--|-----------------------------|---------|--|
|    | (a)           | Qua   | ke Jolts Delhi                             |  |                             |         |  |
|    |               | An e  | arthquake                                  | Delhi and its  | satellite town              | ns late |  |
|    |               | on W  | Vednesday night.                           |  |                             |         |  |
|    |               | (i)   | jolted                                     |  |                             |         |  |
|    |               | (ii)  | have jolted                                |  |                             |         |  |
|    |               | (iii) | are jolting                                |  |                             |         |  |
|    |               | (iv)  | jolts                                      |  |                             |         |  |
|    | (b)           | Cana  | ara Bank Revises Dep                       | osit Rates   |                             |         |  |
|    |               |       | ara Bank                                   | interest rates or  | its domestic                | c term  |  |
|    |               | - T   | sits.                                      |  |                             |         |  |
|    |               | (i)   | revise                                     |  |                             |         |  |
|    |               | (ii)  | has revised                                |  |                             |         |  |
|    |               | (iii) | will be revised                            |  |                             |         |  |
|    |               | (iv)  | has been revised                           |  |                             |         |  |
|    | (c)           | Sub-  | Junior Judo                                |  |                             |         |  |
|    |               |       | rana and Manipurectively in the National S |  | 경상 지금 그리는 그를 구매했다고 말        |         |  |
|    |               | (i)   | have won                                   | 9  |                             |         |  |
|    |               | (ii)  | has won                                    |  |                             |         |  |
|    |               | (iii) | are winning                                |  |                             |         |  |
|    |               | (iv)  | will win                                   | in the second se | 36                          |         |  |
| )* | (d)           | 24 D  | ie in Pak Bomb Blast                       |  |                             |         |  |
|    |               | Talib | an suicide bombers hit                     | the house of a n   | nilitary comm               | nander  |  |
|    |               | -     | 24 people, mo                              | ost of them soldier  | 's.                         |         |  |
|    |               | (i)   | dying                                      |  |                             | 100 mg  |  |
|    |               | (ii)  | killed                                     |  |                             |         |  |
|    |               | (iii) | have killed                                |  |                             |         |  |
|    |               | (iv)  | killing                                    |  |                             |         |  |
|    |               |       |  | +-   |                             |         |  |

| <b>,</b> | sentences. The first one has been done for you.                    | form meaningful $1 \times 4 = 4$ |
|----------|--|----------------------------------|
|          | tongue / great / the gift / is a / of the / thing                  |                                  |
|          | The gift of the tongue is a great thing.                           |                                  |
|          | (a) miracles / great / can perform / orator / an /                 |                                  |
|          | (b) hands of / weapon / is / in the / it / a powerfu               | ıl / politicians /               |
|          | (c) gatherings to / can persuade / of thinking / are his way /     | orator / large /                 |
|          | (d) forcefully / has the / speaker / and convincing a good / speak | ly / ability to /                |
| ι.       | The following passage has not been edited. There i                 | s one error in each              |
|          | line. Write the incorrect word and the correction in               | your answer sheet.               |
|          | Underline the correct word supplied by you. The                    |                                  |
|          | done for you as an example.  | $\frac{1}{2} \times 8 = 4$       |
|          | One day as the girl was played in the courtyard,                   | Incorrect Correct played playing |
|          | the ball bounced very high that it flew through the                | (a)                              |
|          | neighbour's window. Unfortunately a ball                           | (b)                              |
|          | fell on a crystal vase right over the window sill                  | (c)                              |
|          | and shattered it from pieces. An old lady stormed                  | (d)                              |
|          | out and complaining so long and loud that the                      | (e)                              |
|          | other neighbours began to come from of their houses                | (f) blues ad                     |
|          | and the little girl was so frightened that she hidden in           | (g)                              |
|          | a nearby shed. Only then the old man came out did                  | (h)                              |
|          | the lady shut up.  |                                  |

Read the conversation given below and complete the passage that follows: What are your qualifications? Interviewer: Candidate: I have done Hotel Management from the National Institute of Hotel Management. Interviewer: Do you have any work experience? Candidate: I have worked in a hotel reception for a year. Can you speak any foreign language? Interviewer: Candidate: I can speak English fluently. I also know French and German. The interviewer asked the candidate (a) \_\_\_\_\_. The candidate replied that (b) \_\_\_\_\_ the National Institute of Hotel Management. To the interviewer's enquiry as to whether he had any experience the candidate said that (c) \_\_\_\_ in a hotel reception for one year. The interviewer then wanted to know whether he could speak any foreign language and the candidate informed him that (d) \_\_\_\_\_ French and German. 1/1 12

1-1

**3.(A)** Read the following extract and answer the questions by choosing from the alternatives given below.  $1\times 3=3$ 

'Come in, come in, sir!' Patol Babu dragged the young man in and pushed the broken-armed chair towards him.

- (a) Patol Babu was \_\_\_\_\_
  - (i) a well-known film star
  - (ii) a rich businessman who ran a variety store
  - (iii) a successful stage actor
  - (iv) None of the above
- (b) Who was the young man invited in by Patol Babu?
  - (i) Nishikanto Babu
  - (ii) Naresh Dutt
  - (iii) Mr. Pakrashi
  - (iv) Baren Mullick
- (c) Why was Patol Babu excited on seeing the visitor?
  - (i) The visitor was his mentor.
  - (ii) He had offered him a role in a film.
  - (iii) He was his brother-in-law.
  - (iv) He was a famous director.

OR

| 38 A | ijî e   | The f  | fair breeze blew, the white foam flew,                 |       | 4.  | An    |
|------|---------|--------|--|-------|-----|-------|
|      |         |        | furrow followed free;                                  |       |     | (a)   |
|      |         | We w   | vere the first that ever burst                         |       |     | 1     |
|      |         | Into   | that silent sea.                                       |       |     | (b)   |
|      |         |        |  |       |     |       |
|      | (a)     | How    | did the mariners enter the silent sea?                 |       |     | (c)   |
|      |         | (i)    | A storm drove them there.                              |       |     |       |
|      |         | (ii)   | The breeze stopped blowing and the sails dropped.      |       |     | (d)   |
|      |         | (iii)  | The Albatross took them there.                         | ·     | i.  | (e)   |
|      |         | (iv)   | The helmsman steered the ship.                         |       |     |       |
|      | (b)     | Name   | e the poem and the poet.                               | 1     | 15. | An    |
|      |         | (i)    | The Rime of the Ancient Mariner by P.B. Shelley        |       |     | $H_0$ |
|      |         | (ii)   | The Ancient Mariner by S.T. Coleridge                  |       |     |       |
|      |         | (iii)  | The Mariner and the Albatross by D.H. Lawrence         |       |     | "T    |
|      |         | (iv)   | The Rime of the Ancient Mariner by S.T. Coleridge      |       |     | fel   |
| ,    |         | ****   |  |       |     | N.    |
|      | (c)     | Which  | h poetic device is used in the above lines?            |       |     |       |
|      |         | (i)    | Metaphor   |       |     |       |
|      |         | (ii)   | Alliteration   |       |     |       |
|      |         | (iii)  | Simile   |       |     |       |
|      |         | (iv)   | Personification  |       |     |       |
| (B)  | Read    | the fo | llowing extract and answer the questions that follow.  | 1×3=3 |     |       |
| \/   |         |        |  |       |     |       |
|      | It's th | nose O | uija board fanatics. There was a time when we had noth | ing   |     |       |
|      | much    | to oc  | cupy us and used to haunt a little on the side, purely | for   |     |       |
|      | amus    | ement, | , but not any more.                                    |       |     |       |
|      | (a)     | Who    | is the speaker? Who is being addressed?                |       |     |       |
|      | (b)     | What   | is the speaker's complaint?                            |       |     |       |
|      | (c)     |        | is a Ouija board ?                                     |       |     |       |
|      | (0)     | Wilat  | io a Julia boara.                                      |       |     |       |

- 14. Answer any four of the following questions in 30-40 words each:  $2\times4=8$ 
  - (a) Which was the first computer game played by Michael? What strange thing happened as he was playing it?
  - (b) Describe the statue of Ozymandias in the desert.
  - (c) What offer did the conspirators make to Antony after Caesar's assassination?
  - (d) How did the mariners react after the death of the albatross?
  - (e) 'We're going on strike!' Explain the context.
- 15. Answer the following question in about 120 words:

How was Mark Antony successful in setting mischief afoot ?

#### OR

"That's odd — the man hadn't been paid yet. What a strange fellow!" What traits of Patol Babu make him a strange fellow?

1/1

=3